

English Standards of Learning Curriculum Framework

DRAFT
Grade Six



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the sixth-grade level, students will participate in small group and classroom discussions. They will express personal opinions and come to understand not only differing points of view but also the differences between facts and opinions. Small-group and self-analysis of the effectiveness of communication will be introduced. When students speak formally and informally in small groups or individual presentations, grammatically correct English will be the expectation.

Standard 6.1**Strand: Oral Language****Grade Level 6**

6.1 The student will analyze oral participation in small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will use oral language effectively.• Students will evaluate the effectiveness of performances in a variety of roles in a discussion group.	<p>All students should</p> <ul style="list-style-type: none">• interact as both group leader and member• use verbal and nonverbal feedback from the audience to evaluate their own contributions• process and verbalize the content and impact of each participant's contribution to the discussion.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• ensure that all group members participate in the exchange of information• use strategies that contribute to the discussion• receive and understand feedback from the others• respond to questions• relate and retell information• restate briefly and critically the main idea or theme(s) discussed within a group• focus on what is said and what is implied• summarize what is heard• retain and rethink what is heard• infer and assimilate new ideas.

- 6.2 The student will listen critically and express opinions in oral presentations.
- Distinguish between facts and opinions.
 - Compare and contrast viewpoints.
 - Present a convincing argument.
 - Paraphrase what is heard.
 - Summarize what is heard.
 - Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will refine and apply critical listening skills while participating in oral presentations as both the speaker and the audience. Students will put forth convincing arguments and compare and contrast viewpoints. Students will paraphrase and summarize what has been heard and use grammatically correct language and appropriate vocabulary. 	<p>All students should</p> <ul style="list-style-type: none"> recognize that facts can be verified and that opinions cannot recognize that each member brings to the group a viewpoint reflective of his or her background paraphrase by putting into own words what has been said by others summarize by restating the main points more succinctly than the original organize a presentation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> take two column notes when listening to record facts/opinions or two differing viewpoints organize convincing arguments to include <ul style="list-style-type: none"> facts statistics examples expert authority logically reasoning <p>continued</p>

- 6.2 The student will listen critically and express opinions in oral presentations.
- Distinguish between facts and opinions.
 - Compare and contrast viewpoints.
 - Present a convincing argument.
 - Paraphrase what is heard.
 - Summarize what is heard.
 - Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">plan and deliver an oral presentation<ul style="list-style-type: none">determine topic and purposeidentify the intended audiencegather informationorganize the information with outlines, file cards, or graphic organizerscreate visual aidschoose vocabulary appropriate to purpose and audiencephrase with grammatically correct languagepractice deliveryuse rules for summarizing<ul style="list-style-type: none">delete trivia and redundancysubstitute a general term for a listfind or create a main idea statement

At the sixth-grade level, students will expand the study of roots and affixes, as well as the use of context to develop independence in vocabulary acquisition. Analogies and figurative language will be introduced. Students will read a variety of fiction, nonfiction, and poetry independently and in groups, for appreciation and comprehension. Both classic and recent works will be included. Students will apply critical reading and reasoning skills across the curriculum, including stories, novels, essays, plays, biographies, poetry, informational texts, and periodicals.

- 6.3 The student will read and learn the meanings of unfamiliar words and phrases.
- Identify word origins, derivations, and inflections.
 - Identify analogies and figurative language.
 - Use context and sentence structure to determine meaning and differentiate among multiple meanings of words.
 - Use word-reference materials.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will become independent learners of vocabulary. Students will be exposed to prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts are related to each other in meaning and origin. Figurative language and analogies will be introduced and the use the context to help determine the meaning of unfamiliar words will be continued. Students will develop independence with reference books to determine meaning, pronunciation, and origin of words. 	<p>All students should</p> <ul style="list-style-type: none"> use word structure to analyze and show relationships among words identify internal and external inflections which may alter meaning and pronunciation recognize the relationships commonly used to create analogies recognize that words have multiple meanings and that context and dictionaries are both supportive in determining which is most appropriate recognize that figurative language enriches text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> break and recombine known word parts to predict the meaning of unfamiliar words such as <i>poly</i> from <i>polygon</i> and <i>phone</i> from <i>telephone</i> to predict the meaning of <i>polyphony</i> notice relationships among inflected words such as <i>proceed</i> and <i>procession</i> or <i>internal</i> and <i>internalization</i> recognize relationships common to analogy construction <ul style="list-style-type: none"> synonyms – small: little antonyms – up: down object/action – ear: hear source/product – tree: lumber part/whole – paw: dog animal/habitat – bee: hive use context clues to determine meanings of unfamiliar words in text, such as <ul style="list-style-type: none"> examples restatements contrast <p>continued</p>

- 6.3 The student will read and learn the meanings of unfamiliar words and phrases.
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 - Identify analogies and figurative language.
 - Use context and sentence structure to determine meaning and differentiate among multiple meanings of words.
 - Use word-reference materials.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">identify figurative language in text, including<ul style="list-style-type: none">simile - figures of speech that use the words <i>like</i> or <i>as</i> to make comparisonshyperbole – intentionally exaggerated figures of speechuse reference materials, such as<ul style="list-style-type: none">dictionarythesaurusglossaryonline source

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - Use knowledge of narrative and poetic structures to aid comprehension, and predict outcomes.
 - Describe the images created by language.
 - Describe how word choice and imagery contribute to the meaning of a text.
 - Describe cause-effect relationships and their impact on plot.
 - Use information stated explicitly in the text to draw conclusions and make inferences.
 - Explain how character and plot development are used in a selection to support a central conflict or story line.
 - Paraphrase and summarize the main points in the text.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will read at and beyond the literal level from a variety of genres, including fiction, narrative nonfiction, and poetry and understand the structures and characteristics of stories and poems. Students will become independent readers of age appropriate text who activate background knowledge and summarize or paraphrase text to demonstrate understanding. Imagery is the use of words to recreate sensory impressions. Verbal imagery is most often visual, but imagery also includes words of sound, smell, taste, and touch. 	<p>All students should</p> <ul style="list-style-type: none"> recognize the authors' choices of words and images identify and define the elements of narrative structure understand that fiction includes a variety of genres, including short story, novel, folk literature, and drama understand that narrative nonfiction includes biography, autobiography, and personal essay <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand setting as time, place, and duration in a story understand plot as <ul style="list-style-type: none"> development of the central conflict and resolution sequence of events in the story the writer's map for what happens, how it happens, to whom it happens, and when it happens understand that character traits are revealed by <ul style="list-style-type: none"> what a character says what a character thinks what a character does how other characters respond to the character understand internal and external conflicts in stories including, <ul style="list-style-type: none"> internal conflicts within characters external conflicts between characters changes in characters as a result of conflicts and resolutions in the plot <p>continued</p>

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure including setting, character, plot, conflict, and theme.
 - Use knowledge of narrative and poetic structures to aid comprehension, and predict outcomes.
 - Describe the images created by language.
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 - Describe cause-effect relationships and their impact on plot.
 - Use information stated explicitly in the text to draw conclusions and make inferences.
 - Explain how character and plot development are used in a selection to support a central conflict or story line.
 - Paraphrase and summarize the main points in the text.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none"> understand that poetry can be rhymed, unrhymed, and/or patterned differentiate between narrative and poetic forms understand that imagery and figurative language enrich texts recognize authors' craft recognize authors' theme(s) <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> notice author's craft, including <ul style="list-style-type: none"> language patterns sentence variety vocabulary imagery figurative language recognize authors' use of <ul style="list-style-type: none"> simile - figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons hyperbole – intentionally exaggerated figures of speech <p>continued</p>

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure including setting, character, plot, conflict, and theme.
 - Use knowledge of narrative and poetic structures to aid comprehension, and predict outcomes.
 - Describe the images created by language.
 - Describe how word choice and imagery contribute to the meaning of a text.
 - Describe cause-effect relationships and their impact on plot.
 - Use information stated explicitly in the text to draw conclusions and make inferences.
 - Explain how character and plot development are used in a selection to support a central conflict or story line.
 - Paraphrase and summarize the main points in the text.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none"> recognize poetic forms including <ul style="list-style-type: none"> haiku – 17 syllable, delicate, unrhymed Japanese verse, usually about nature limerick – 5 lined rhymed and rhythmic verse, usually humorous ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain free verse – poetry with neither regular meter or rhyme scheme 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize poetic elements in prose and poetry, including <ul style="list-style-type: none"> rhyme – identical or similar recurring final sounds in words within or at the ends of lines of verse, e.g., <i>farm/harm</i> rhythm – the pattern of recurring strong and weak syllabic stress repetition – repeated use of sounds, words, or ideas for effect and emphasis alliteration – repetition of initial sounds, e.g., <i>picked a peck of peppers</i> onomatopoeia – the use of words whose sound suggests meaning e. g., <i>buzz</i> use strategies for summarizing, such as <ul style="list-style-type: none"> story maps somebody... wanted... but... so

- 6.5 The student will read and demonstrate comprehension of a variety of informational selections.
- Identify questions to be answered.
 - Make, confirm, or revise predictions.
 - Use context to determine meanings of unfamiliar words and technical vocabulary.
 - Draw conclusions and make inferences based on explicit and implied information.
 - Organize the main idea and details to form a summary.
 - Compare and contrast information about one topic contained in different selections.
 - Select informational sources appropriate for a given purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of informational texts. Teachers will model higher order thinking process with materials at or below the students' instructional reading level and move students gradually to collaborative and independent comprehension of age appropriate material at the independent reading level. Students will become independent and knowledgeable with the use of libraries and technology for research. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> activate prior knowledge before reading be strategic before, during, and after reading recognize authors' patterns of organization recognize the authors' use and clarification of technical vocabulary <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> activate prior knowledge before reading by use of <ul style="list-style-type: none"> small group or whole class discussion anticipation guides preview of key vocabulary pose questions prior to and during the reading process based on text features such as <ul style="list-style-type: none"> bold face or colored type italics vocabulary graphics or photographs headings and subheadings <p>continued</p>

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 - Draw conclusions and make inferences based on explicit and implied information.
 - Organize the main idea and details to form a summary.
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Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Specific and helpful clues in the context include <ul style="list-style-type: none"> definitions, which define words within the text signal words, which alert readers that explanations or examples follow direct explanations, which explain terms as introduced synonyms, which provide a more commonly used term antonyms, which contrast words with opposites inferences, which imply meaning and help readers deduce meaning 	<p>All students should</p> <ul style="list-style-type: none"> use graphic organizers to organize and summarize text read beyond the printed text to understand the message stated or implied by the author select appropriate sources based on the purpose for reading <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> predict and then read to validate or revise prediction(s) identify clue words and phrases that help unlock meaning of unfamiliar and technical terms comprehend, record, and remember details and/or facts in order to arrive at a conclusion or generalization recognize common patterns of organizing text <ul style="list-style-type: none"> chronological or sequential comparison - contrast cause and effect problem - solution generalization or principle <p>continued</p>

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- Identify questions to be answered.
 - Make, confirm, or revise predictions.
 - Use context to determine meanings of unfamiliar words and technical vocabulary.
 - Draw conclusions and make inferences based on explicit and implied information.
 - Organize the main idea and details to form a summary.
 - Compare and contrast information about one topic contained in different selections.
 - Select informational sources appropriate for a given purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none">use a variety of strategies for determining the meaning of unfamiliar and technical vocabulary including context, structural analysis, and reference sourcesread in order to gather, organize, and restate information for written and oral presentations.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use graphic organizers to show similarities and differences in the information found in several sources about the same topicuse strategies and rules for summarizing<ul style="list-style-type: none">delete trivia and redundancysubstitute a general term for a listfind or create a main idea statementunderstand and use the references available in the classroom, school, and public libraries, including<ul style="list-style-type: none">general and specialized dictionariesthesaurusatlas and globegeneral and specialized encyclopedia, including electronicdirectoriesgeneral and specialized (or subject specific) databasesInternet as appropriate for school use

At the sixth-grade level, students will plan, draft, revise, and edit narratives, descriptions, and explanations with attention to composition and written expression as well as sentence formation, usage, and mechanics. They will use writing as a tool for learning academic concepts as well as for expressive purposes. They will use available technology as available and appropriate.

- 6.6 The student will write narratives, descriptions, and explanations.
- Use a variety of planning strategies to generate and organize ideas.
 - Establish central idea, organization, elaboration, and unity.
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Revise for clarity.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, and explanatory pieces. Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> composing – the structuring and elaborating a writer does to construct an effective message for readers written expression – those features that show the writer purposefully shaping and controlling language to affect readers usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. Students will apply the process for writing including planning, drafting, revising, proofreading, editing, and publishing. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> use prewriting to select and narrow topics compose with attention to <ul style="list-style-type: none"> central idea unity elaboration organization craft writing purposefully with attention to <ul style="list-style-type: none"> deliberate word choice precise information and vocabulary sentence variety tone and voice elaborate writing to continue the flow from idea to idea without interruption <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use selected prewriting techniques, such as <ul style="list-style-type: none"> brainstorming webbing mapping clustering listing organizing graphically questioning outlining elaborate to <ul style="list-style-type: none"> give detail add depth continue the flow of an idea <p>continued</p>

- 6.6 The student will write narratives, descriptions, and explanations.
- Use a variety of planning strategies to generate and organize ideas.
 - Establish central idea, organization, elaboration, and unity.
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Revise for clarity.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Good writing includes elaboration within a sentence to give detail and depth to an idea, paragraph by paragraph to continue the flow of an idea throughout a piece, and with descriptive details and examples. Voice adds liveliness, passion, personality, and energy to writing. Tone is used to express the author's attitude toward the topic. The writing process is nonlinear and returning to prewriting or drafting at any point in the process may help clarify and elaborate a drafted piece. 	<p>All students should</p> <ul style="list-style-type: none"> select vocabulary and tone with awareness of audience and purpose revise drafts for improvement with teacher support, peer collaboration, and growing independence. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> incorporate variety into sentences, using appropriate <ul style="list-style-type: none"> coordination - joining words, phrases, clauses, or sentences using the appropriate coordinating conjunctions subordination – the relationship between an independent and a dependent clause indicated by the use of a subordinate conjunction understand that revising to improve a draft includes <ul style="list-style-type: none"> rereading reflecting rethinking rewriting

- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use subject-verb agreement with intervening phrases and clauses.
 - Use pronoun-antecedent agreement to include indefinite pronouns.
 - Maintain consistent tense inflections across paragraphs.
 - Choose adverbs to describe verbs, adjectives, and other adverbs.
 - Use correct spelling for frequently used words.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader. Indefinite pronouns refer to one(s) not specifically named, including all, any, anyone, both, each, either, everybody, many, none, nothing. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> proofread and edit drafts with teacher assistance, with peer collaboration, and growing independence. differentiate between subjects and objects when choosing pronouns understand that pronouns need to have recognizable antecedents which agree in number and gender <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use complete sentences with appropriate punctuation avoid comma splices and fused sentences avoid using coordinating conjunctions at the beginning of a sentence, e.g., <i>and</i>, <i>so</i> diagram simple sentences with prepositional phrases use singular verbs with singular subjects and plural verbs with plural subjects, e.g., <i>The driver of the bus full of children drives very carefully. The students in the class discuss many topics.</i> <p>continued</p>

- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use subject-verb agreement with intervening phrases and clauses.
 - Use pronoun-antecedent agreement to include indefinite pronouns.
 - Maintain consistent tense inflections across paragraphs.
 - Choose adverbs to describe verbs, adjectives, and other adverbs.
 - Use correct spelling for frequently used words.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Sentence diagramming is a tool used to increase the understanding of the structure of a sentence. 	<p>All students should</p> <ul style="list-style-type: none"> use reference sources to differentiate among homophones and easily confused words, e. g., <i>a lot/allot, or effect/affect, or bored/board.</i> replace colloquial expressions, e. g. <i>I could of rode my bike</i> for the correct usage, e.g., <i>I could have ridden my bike.</i> 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use first person pronouns appropriately in compound subjects and objects, e.g. <i>John and I went to the store</i> and <i>Mother gave presents to Jim and me.</i> choose adjectives and adverbs appropriately, e. g., <i>He is a good student. He does really well in all his studies.</i> capitalize language classes or classes followed by a number, e.g., <i>French, Algebra II</i> capitalize <i>mom</i> and/or <i>dad</i> only when those titles replace their names or are used as proper nouns, e.g., <i>My mom told me to go to bed and I replied, "No, Mom, I don't want to."</i> <p>continued</p>

- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use subject verb agreement with intervening phrases and clauses.
 - Use pronoun-antecedent agreement to include indefinite pronouns.
 - Maintain consistent tense inflections across paragraphs.
 - Choose adverbs to describe verbs, adjectives, and other adverbs.
 - Use correct spelling for frequently used words.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">punctuate and format dialoguehyphenate words between syllables when they must be split at the ends of linesunderstand the use of the apostrophe for contractions and possessivesmaintain a consistent verb tense, within sentences and throughout paragraph.

English Standards of Learning Curriculum Framework

DRAFT
Grade Seven



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the seventh-grade level, students will continue to develop oral communication skills and will become more aware of the effects of verbal and nonverbal behaviors in oral communications. Knowledge of the media and its impact on public opinion will be introduced.

- 7.1 The student will give and seek information in conversations, in group discussions, and oral presentations.
- Use oral vocabulary and style appropriate for listeners.
 - Communicate ideas and information orally in an organized and succinct manner.
 - Ask probing questions to seek elaboration and clarification of ideas.
 - Make supportive statements to communicate agreement or acceptance of others' ideas.
 - Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will participate effectively in formal and informal classroom conversations and understand the requirements and uses of standard social conventions in conversations and presentations.Students will express opinions forthrightly yet respectfully and show interest and respect for the opinions of others.Students will use grammatically correct language.	<p>All students should</p> <ul style="list-style-type: none">understand and demonstrate appropriate audience behaviorprepare and deliver oral presentationsparticipate effectively in group discussions and presentationsshow awareness of audience, topic, and purpose.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">contribute relevant ideas, opinions, and feelings in large and small groupsoffer and seek summary statementsselect vocabulary, tone, and style with audience in mindstate points clearly and directlymaintain a focused discussionask questions in order to encourage discussion and foster understandingprovide feedback to other group members.

- 7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.
- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.
 - Use nonverbal communication skills, such as eye contact, posture, and gestures.
 - Compare and contrast a speaker's verbal and nonverbal messages.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will use verbal and nonverbal communication to contribute to discussions.Students will support other members of the group in making contributions and to facilitate group interaction.	<p>All students should</p> <ul style="list-style-type: none">exhibit confidence when speakingexhibit courtesy when listeninguse appropriate facial expressions, posture, and gestures that indicate listening.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use facial expressions and gestures or motions to add to what is being saiduse proper posture and stance when speakingidentify whether or not a nonverbal message complements the spoken messagematch vocabulary , tone, and volume to the audience, purpose, and topic of the message.

Standard 7.3**Strand: Oral Language****Grade Level 7**

7.3 The student will describe persuasive messages in nonprint media including television, radio, and video.

- a) Identify persuasive technique use.
- b) Distinguish between fact and opinion.
- c) Describe how word choice conveys viewpoint.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will identify persuasive techniques used in the media, including<ul style="list-style-type: none">name calling or innuendo– creating a negative attitude; hinting or implying; using loaded, emotional, or slanted languageglittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidencebandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowdtestimonials – using the declaration of a famous person or authoritative expert to give heightened credibility <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none">understand that facts can be verified and opinions cannotdistinguish fact from opinionidentify the effects of persuasive messages on the audience.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">identify persuasive techniques in mediaidentify opinions in mediaidentify facts in mediadescribe the effect on the audienceidentify effective word choice in mediaidentify viewpoint in media.

- 7.3 The student will describe persuasive messages in nonprint media including television, radio, and video.
- Identify persuasive technique use.
 - Distinguish between fact and opinion.
 - Describe how word choice conveys viewpoint.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will identify persuasive techniques used in the media, including<ul style="list-style-type: none">appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience would want to emulate; a person just like the audience with whom one can identify; one whose lifestyle appeals to the audienceappeal to emotions or flag waving – connecting with emotions: patriotism, loyalty, pity, or fear; love of family, peace, or justice.		

At the seventh-grade level, students will continue the study of roots and affixes for vocabulary development and begin a study of figurative language. Connotations and analogies will be introduced. They will read and understand information from various sources including a variety of fiction, nonfiction, and poetry. They will continue to read for appreciation and comprehension in both classic and recent works. Students will apply critical reading and reasoning skills across the curriculum, including stories, novels, plays, folk literature, essays, biographies, poetry, informational texts, and periodicals.

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.
- Use roots and affixes to expand vocabulary.
 - Recognize analogies and figurative language.
 - Identify connotations.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will become independent learners of vocabulary. Students will come to understand prefixes, suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts are frequently related to each other in meaning and origin. Students will begin the study of figurative language and analogies and continue to use the context to help determine the meaning of words. They will begin to notice connotations of words and use reference books and context to determine the nuances of connotative language. 	<p>All students should</p> <ul style="list-style-type: none"> use word structure to analyze and find relationships among words recognize internal and external inflections which change meaning and pronunciation recognize relationships used to create analogies recognize that words have nuances and that connotation may be necessary in determining which word is most appropriate recognize that figurative language and analogy enrich text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> break and recombine known word parts to predict the meaning of unfamiliar words such as <i>dent</i> from <i>dentist</i> and <i>fric</i> from <i>friction</i> to predict the meaning of <i>dentifrice</i> recognize and apply relationships common to analogy construction <ul style="list-style-type: none"> purpose – chair: sit cause/effect – sun: burn sequence – day: week characteristic – snow: cold product – tree: lumber degree – warm: hot recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> <p>continued</p>

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases
- Use roots and affixes to expand vocabulary.
 - Recognize analogies and figurative language.
 - Identify connotations.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">recognize, understand, and use figures of speech, including<ul style="list-style-type: none">simile - figures of speech that use the words like or as to make comparisonspersonification – figures of speech in which human characteristics are applied to non-human objectshyperbole – intentionally exaggerated figures of speech

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Describe setting, character development, plot structure, theme, and conflict.
 - Compare and contrast forms including short stories, novels, plays, folk literature, poetry, essay, and biographies.
 - Describe in impact of word choice, imagery, and poetic devices.
 - Explain how form including rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.
 - Draw conclusions based on explicit and implied information.
 - Make inferences based on explicit and implied information.
 - Summarize text.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will begin to analyze text including fiction, narrative nonfiction, and poetry. Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how the author's craft makes an impact on readers. Students will compare and contrast narrative and poetic forms and recognize poetic devices in prose and poetry. Students will read at and beyond the literal level, including making inferences – making judgments or drawing conclusions based on what the author has implied. The initiating event is the incident that introduces the central conflict in a story and may occur before the opening of the story. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> read, understand, and differentiate the characteristics and narrative structures of <ul style="list-style-type: none"> short stories novels folk literature <ul style="list-style-type: none"> tale myth legend fable plays personal essays biographies and autobiographies recognize that authors make choices to create stories understand that language has an impact on readers <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand the elements of story, including <ul style="list-style-type: none"> setting – time, place, and duration in a story initiating event – incident introducing the conflict character(s) external conflicts, such as <ul style="list-style-type: none"> individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology internal conflict – individual vs. self plot - development of the central conflict, including <ul style="list-style-type: none"> rising action climax falling action resolution theme <p>continued</p>

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Describe setting, character development, plot structure, theme, and conflict.
 - Compare and contrast forms including short stories, novels, plays, folk literature, poetry, essay, and biographies.
 - Describe in impact of word choice, imagery, and poetic devices.
 - Explain how form including rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.
 - Draw conclusions based on explicit and implied information.
 - Make inferences based on explicit and implied information.
 - Summarize text.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Voice shows the author's personality, awareness of audience, and passion for his or her subject. Mood refers to the emotional atmosphere produced by the author's use of language. 	<p>All students should</p> <ul style="list-style-type: none"> make inferences and draw conclusions based on information supplied by the author combined with background knowledge use strategies and graphic organizers to summarize and analyze text <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand characterization as the way in which an author presents a character and that character traits are revealed by <ul style="list-style-type: none"> what a character says what a character thinks what a character does how other characters respond to the character understand the author's choice and use of literary devices, including <ul style="list-style-type: none"> foreshadowing, - the use of clues to hint at coming events in a story irony – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true <p>continued</p>

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Describe setting, character development, plot structure, theme, and conflict.
 - Compare and contrast forms including short stories, novels, plays, folk literature, poetry, essay, and biographies.
 - Describe in impact of word choice, imagery, and poetic devices.
 - Explain how form including rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.
 - Draw conclusions based on explicit and implied information.
 - Make inferences based on explicit and implied information.
 - Summarize text.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none"> identify poetic forms <ul style="list-style-type: none"> haiku – 17 syllable unrhymed Japanese verse, usually about nature limerick – 5 lined rhymed and rhythmic verse, usually humorous ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain free verse – poetry with neither regular meter or rhyme scheme couplet – a pair of rhyming lines quatrain – a stanza containing four lines 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand and analyze elements of an author’s style, including <ul style="list-style-type: none"> word choice sentence structure and language patterns imagery – the use of words to recreate sense impressions; often visual but also includes sound, taste, smell, and touch figurative language – text enriched by word images and figures of speech <p>continued</p>

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Describe setting, character development, plot structure, theme, and conflict.
 - Compare and contrast forms including short stories, novels, plays, folk literature, poetry, essay, and biographies.
 - Describe in impact of word choice, imagery, and poetic devices.
 - Explain how form including rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem.
 - Draw conclusions based on explicit and implied information.
 - Make inferences based on explicit and implied information.
 - Summarize text.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize the author's choice of poetic devices, including <ul style="list-style-type: none"> rhyme – identical or similar recurring final sounds in words within or at the ends of lines of verse rhythm – the pattern of recurring strong and weak syllabic stress meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm repetition – repeated use of sounds, words, or ideas for effect and emphasis alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i> assonance – repetition of vowel sounds, e.g., <i>mad hatter</i> consonance – repetition of final consonant sounds, e.g., <i>east/west</i> onomatopoeia – the use of words whose sound suggests meaning, e.g., <i>clatter</i>

- 7.6 The student will read and demonstrate comprehension of a variety of informational text.
- Use knowledge of text structures to aid comprehension.
 - Use knowledge of words and phrases that signal authors' organizational pattern to aid comprehension.
 - Distinguish fact from opinion in newspapers, magazines, and other print media.
 - Identify the source, viewpoint, and purpose of texts.
 - Describe how word choice and language structure convey an author's viewpoint.
 - Summarize what is read.
 - Organize and synthesize information for use in written and oral presentations.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of informational sources. Students will use and understand the internal and external text structures common to textbooks and other informational text. Authors' viewpoint refers to his or her bias or subjectivity toward the subject. Teachers will model the higher order thinking processes with materials below the independent reading level of students. 	<p>All students should</p> <ul style="list-style-type: none"> activate prior knowledge before reading make predictions prior to and during the reading process choose graphic organizers based on the internal text structure most prevalent in the text use the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize use graphic organizers and other strategies to organize and summarize text 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use external textual aids to enhance comprehension <ul style="list-style-type: none"> italics bold or colored print underlining indentation sidebars illustrations, graphics, and photography headings and subheadings footnotes and annotations
continued	continued	continued

- 7.6 The student will read and demonstrate comprehension of a variety of informational text.
- Use knowledge of text structures to aid comprehension.
 - Use knowledge of words and phrases that signal authors' organizational pattern to aid comprehension.
 - Distinguish fact from opinion in newspapers, magazines, and other print media.
 - Identify the source, viewpoint, and purpose of texts.
 - Describe how word choice and language structure convey an author's viewpoint.
 - Summarize what is read.
 - Organize and synthesize information for use in written and oral presentations.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will work collaboratively and with teacher support to move toward higher order thinking with instructional level materials. Synthesis involves higher order thinking and is a result of forming a whole, either concrete or abstract from the logical relation of parts. 	<p>All students should</p> <ul style="list-style-type: none"> recognize authors' purposes <ul style="list-style-type: none"> to entertain to inform to persuade distinguish between fact which can be verified and opinions which cannot. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize internal text structures to enhance comprehension, including <ul style="list-style-type: none"> cause and effect comparison/contrast enumeration or listing sequential or chronological concept/definition generalization process recognize the words and phrases authors use to signal organizational patterns, including <ul style="list-style-type: none"> <i>as a result of, consequently</i> for cause and effect <i>similarly, on the other hand</i> for comparison/contrast <i>first, three</i> for enumeration or listing <i>today, meanwhile</i> for sequential or chronological <i>refers to, thus</i> for concept/definition <i>always, in fact</i> for generalization <i>begins with, in order to</i> for process

- 7.7 The student will apply knowledge of appropriate reference sources.
- Use print and electronic sources to locate information in books and articles.
 - Use graphic organizers to organize information.
 - Synthesize information from multiple sources.
 - Credit primary and secondary sources.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will use both print and electronic sources to find, read and organize information for presentations and papers. Students will synthesize information from a variety of sources and document sources with a standard format. Teachers will collaborate with library media specialists to assist students learning to become independent with research. 	<p>All students should</p> <ul style="list-style-type: none"> use research tools available in school media centers and public libraries choose and use appropriate graphic organizers recognize MLA format. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand the characteristics of resource tools, including <ul style="list-style-type: none"> educational online resources reference books scholarly journals magazines the Internet, as appropriate for school use organize and synthesize information with tools, including <ul style="list-style-type: none"> file cards outlines flow charts Venn diagrams graphic organizers spreadsheets data bases presentation software create a works cited page for oral and written presentations.

At the seventh-grade level, students will plan, draft, revise, and edit narratives as well as persuasive and expository pieces with attention to composition and written expression. Students will begin the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes as well as for a tool for learning academic concepts. They will use technology as available and appropriate.

- 7.8 The student will develop narrative, expository, and persuasive writing.
- Apply knowledge of prewriting strategies.
 - Elaborate the central idea in an organized manner.
 - Choose vocabulary and information that will create voice and tone.
 - Use clauses and phrases to vary sentences.
 - Revise writing for clarity and effect.
 - Use a word processor to plan, draft, revise, edit, and publish selected writings.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will become independent and proficient in composing a variety of writing types. Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> composing – the structuring and elaborating a writer does to construct an effective message for readers written expression – those features that show the writer purposefully shaping and controlling language to affect readers usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. Students will gradually assume responsibility for revising, proofreading, and editing their own writing. 	<p>All students should</p> <ul style="list-style-type: none"> use a process for writing including <ul style="list-style-type: none"> planning drafting revising proofreading editing publishing understand and apply the elements of composing <ul style="list-style-type: none"> central idea elaboration unity organization understand that good writing has been elaborated horizontally and vertically <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use a variety of prewriting strategies <ul style="list-style-type: none"> brainstorming webbing mapping outlining clustering listing using graphic organizers use written expression to draft and revise compositions with attention to <ul style="list-style-type: none"> voice tone selected information embedding phrases and clauses within sentences to clarify meaning vivid and precise vocabulary figurative language sentence variety <p>continued</p>

- 7.8 The student will develop narrative, expository, and persuasive writing.
- Apply knowledge of prewriting strategies.
 - Elaborate the central idea in an organized manner.
 - Choose vocabulary and information that will create voice and tone.
 - Use clauses and phrases to vary sentences.
 - Revise writing for clarity and effect.
 - Use a word processor to plan, draft, revise, edit, and publish selected writings.

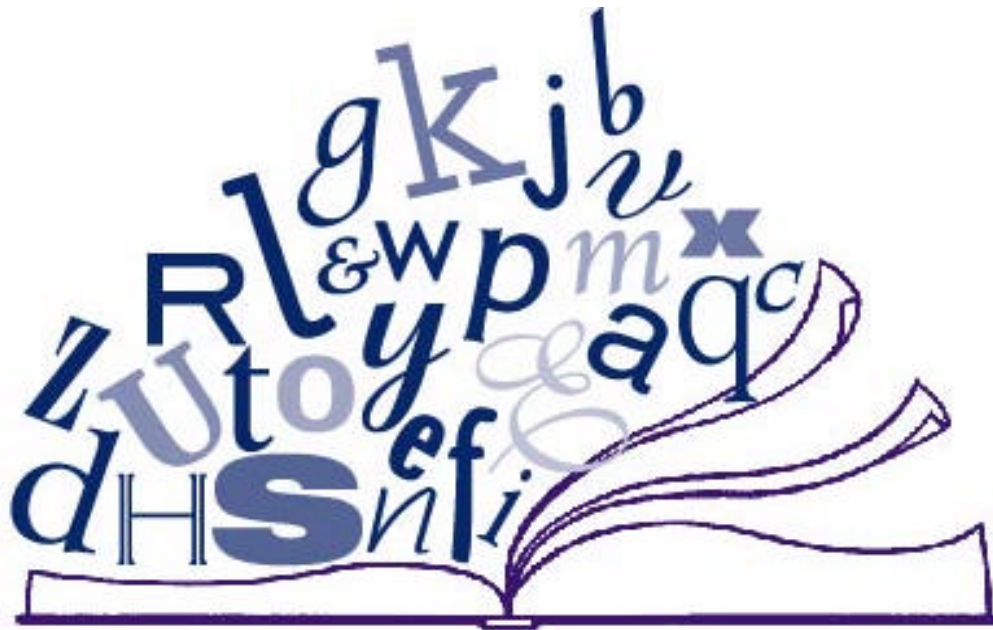
Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Elaboration can occur horizontally within a sentence to give detail and depth to an idea; or vertically, paragraph by paragraph chronologically, or with descriptive details and examples. Voice shows the author's personality, awareness of audience, and passion for his or her subject. Author's voice allows the reader to hear the writer's personality and know his/her ideas. Voice is the imprint of the writer; the capacity to elicit a response from the reader. Tone is used to express a writer's attitude toward the subject. The writing process is nonlinear and that returning to prewriting or drafting at any point in the process may help clarify and elaborate the drafted piece. 	<p>All students should</p> <ul style="list-style-type: none"> understand that good writing has been revised to make it better than the first draft use peer and individual revising and editing recognize terms illustrative of tone, such as <ul style="list-style-type: none"> serious sarcastic objective enthusiastic solemn humorous hostile personal impersonal 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply revising procedures, including <ul style="list-style-type: none"> rereading reflecting rethinking rewriting

- 7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - Choose pronouns to agree with antecedents.
 - Use subject-verb agreement with intervening phrases and clauses.
 - Edit for verb tense consistency.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. Students will understand that the conventions of correct language are an integral part of the writing process. A diagram of a sentence is a tool to increase understanding its structure. 	<p>All students should</p> <ul style="list-style-type: none"> proofread and edit drafts with teacher assistance, with peer collaboration and with growing independence understand that pronouns need to agree with antecedents understand that verbs must agree with subjects become independent with checking spelling using dictionaries or electronic tools. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use complete sentences with appropriate punctuation, including the punctuation of dialogue use singular verbs with singular subjects; plural verbs with plural subject, e. g., <i>The students in the classroom discuss many topics. The driver on the bus full of children drives with extreme caution.</i> use the singular pronoun to refer to a singular antecedent; the plural pronoun to refer to a plural antecedent, e.g., <i>All students should bring their notebooks to class and each student must provide his own pen</i> choose tense (present, past, future) and maintain its use throughout an entire paragraph. diagram compound sentences and simple sentences with compound elements.

English Standards of Learning Curriculum Framework

DRAFT
Grade Eight



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the eighth-grade level, students will learn to apply interviewing techniques. Preparation for and evaluation of the process of interviewing will be a part of the learning. Interviewing skills will be added to the students' repertoires of other oral language skills.

- 8.1 The student will use interviewing techniques to gain information.
- Prepare and ask relevant questions for the interview.
 - Make notes of responses.
 - Compile and report responses.
 - Evaluate the effectiveness of the interview.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will use an interviewing process as a strategy for learning.Synthesis involves higher-order thinking and is a result of forming a whole, either concrete or abstract, from the logical relation of parts.	<p>All students should</p> <ul style="list-style-type: none">synthesize information gathered in an intervieworganize information for written and oral presentationspresent findings in written and oral form.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">determine the purpose of the interviewselect a subject for the interviewcreate and record questions that will elicit relevant responsesapply effective note taking strategies, including the use of<ul style="list-style-type: none">abbreviationsgraphic organizerskey wordsfile cardstape recorderevaluate the effectiveness of own and/or peer interviews using rubrics or checklists.

- 8.2 The student will develop and deliver oral presentations in groups and individually.
- Choose topic and purpose appropriate to the audience.
 - Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - Use appropriate verbal and nonverbal presentation skills.
 - Respond to audience questions and comments.
 - Use grammatically correct language.
 - Critique oral presentations.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will prepare and deliver oral presentations on a regular basis.Students will deliver both group presentations and individual presentations to classmates and other audiences.	<p>All students should</p> <ul style="list-style-type: none">rehearse presentationsinteract with audience with poiseevaluate presentationsuse grammatically correct language.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">understand the purpose of the presentationselect and narrow the topic with attention to time limits and audienceprepare the presentation using strategies, including<ul style="list-style-type: none">note cardsoutlinesformal written reportquestion and answerselect and use appropriate vocabularydefine technical termsrehearse privately and with a coachuse a rubric or checklist to evaluate presentations.

- 8.3 The student will analyze mass media messages.
- Evaluate the persuasive technique being use.
 - Describe the possible cause-effect relationships between mass media coverage and public opinion trends.
 - Evaluate sources, including advertisements, editorials, and feature stories for relationships between intent and factual content.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will identify and analyze persuasive techniques used in the media, including <ul style="list-style-type: none"> name calling or innuendo– creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> understand the relationship between causes and effects understand that causes may have multiple effects understand that effects may have multiple causes identify the effects of persuasive messages on the audience. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and evaluate persuasive techniques in media describe the effect on the audience identify and evaluate word choice in media identify and analyze choice of information selected identify and analyze viewpoint in media identify trends and possible causes identify sources and viewpoint of publication..

- 8.3 The student will analyze mass media messages.
- Evaluate the persuasive technique being used.
 - Describe the possible cause-effect relationships between mass media coverage and public opinion trends.
 - Evaluate sources, including advertisements, editorials, and feature stories for relationships between intent and factual content.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will identify and analyze persuasive techniques used in the media, including<ul style="list-style-type: none">testimonials – using the declaration of a famous person or authoritative expert to give heightened credibilityappeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience would want to emulate; a person just like the audience with whom one can identify; one whose lifestyle appeals to the audienceappeal to emotions or flag waving – connecting with emotions: patriotism, loyalty, pity, or fear; love of family, peace, or justice.		

At the eighth-grade level, students will continue to develop appreciation of literature through the study of literary elements in classic and contemporary selections. They will be able to describe themes and inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections. Students will build on the foundations for literacy developed in the previous grades.

Standard 8.4**Strand: Reading****Grade Level 8**

- 8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.
- Identify simile, metaphor, personification, hyperbole, and analogy.
 - Use context, structure, and connotations to determine meaning of words and phrases.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will increase independence as learners of vocabulary.Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words.Students will evaluate the use of figurative language and analogies in text.Students will use context and connotations to help determine the meaning of nearly synonymous words and appreciate authors' choices of words and images.	<p>All students should</p> <ul style="list-style-type: none">use word structure to analyze and relate wordsrecognize internal and external inflection which change meaning and pronunciationrecognize that words have nuances and understanding the connotations may be necessary to determine the appropriate meaning wordsrecognize that figurative language and analogy enrich text.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">recognize the relationships among words related by structure and derivation such as <i>polygraph</i> and <i>graffiti</i>, or <i>carnival</i> and <i>valedictorian</i>apply and analyze relationships common to analogy construction<ul style="list-style-type: none">type or example – cinnamon: spicecharacteristics – glass: breakableassociation – bow: arrowoperator – car: driverdegree – pleased – ecstaticmathematical – three: sixnumber – louse: liceuse both context and reference skills independently to determine the nuance and connotation of words <p>continued</p>

- 8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.
- Identify simile, metaphor, personification, hyperbole, and analogy.
 - Use context, structure, and connotations to determine meaning of words and phrases.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">understand, evaluate, and use figurative language, including<ul style="list-style-type: none">simile - figures of speech that use the words <i>like</i> or <i>as</i> to make comparisonsmetaphor – figures of speech in which the comparison is impliedpersonification – figures of speech in which human characteristics are applied to non-human objectshyperbole – intentionally exaggerated figures of speech

- 8.5 The student will read and analyze of a variety of narrative and poetic forms.
- Explain the use of symbols and figurative language.
 - Describe inferred main ideas or themes using evidence from the text as support.
 - Describe how authors use characters, conflict, point of view, and tone to create meaning.
 - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
 - Compare and contrast authors' styles.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics. Students will understand that some of the literary characteristics are common to more than one form. Students will read at and beyond the literal level, including making inferences – making judgments or drawing conclusions based on what the author has implied. The initiating event is the incident that introduces the central conflict in a story and may occur before the story opens. 	<p>All students should</p> <ul style="list-style-type: none"> analyze the author's craft and style compare and contrast the characteristics of literary forms, including <ul style="list-style-type: none"> novel short story biography essay speech poetry understand characterization as the way in which an author presents a character 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand the elements of story, including <ul style="list-style-type: none"> setting – time, place, and duration in a story character(s) <ul style="list-style-type: none"> static – a character who remains the same during the course of the story dynamic – a character who changes during the course and as a result of the story external conflicts, such as <ul style="list-style-type: none"> individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology internal conflict – individual vs. self plot <ul style="list-style-type: none"> initiating event rising action climax falling action resolution theme
continued	continued	continued

- 8.5 The student will read and analyze of a variety of narrative and poetic forms.
- Explain the use of symbols and figurative language.
 - Describe inferred main ideas or themes using evidence from the text as support.
 - Describe how authors use characters, conflict, point of view, and tone to create meaning.
 - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
 - Compare and contrast authors' styles.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Tone is used to express a writer's attitude toward the subject. Voice shows the author's personality, awareness of audience, and passion for his or her subject. Author's voice allows the reader to hear the writer's personality and know his/her ideas. Voice is the imprint of the writer; the capacity to elicit a response from the reader. Mood refers to the emotional atmosphere produced by the author's use of language. Point of view is the way an author reveals events and ideas in a story. With an omniscient or "all knowing" point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first-person, narrated by someone outside the story or a character within the story. The point of view may also be third-person, limited or omniscient, depending on what is known of the story. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> analyze poetic devices in prose and poetry, including <ul style="list-style-type: none"> word choice figurative language symbols imagery rhyme rhythm repetition sound elements pun oxymoron <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand and analyze elements of an author's style, including <ul style="list-style-type: none"> dialogue sentence structure language patterns tone differentiate among points of view in stories, including <ul style="list-style-type: none"> first person third person limited to a character or narrator third person omniscient <p>continued</p>

- 8.5 The student will read and analyze of a variety of narrative and poetic forms.
- Explain the use of symbols and figurative language.
 - Describe inferred main ideas or themes using evidence from the text as support.
 - Describe how authors use characters, conflict, point of view, and tone to create meaning.
 - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
 - Compare and contrast authors' styles.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Symbols are anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e. its suggestiveness, makes possible the expression of complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words. 	<p>All students should</p> <ul style="list-style-type: none"> make inferences and draw conclusions and point to the authors' implications in the text define authors' tone, including <ul style="list-style-type: none"> serious solemn sarcastic objective enthusiastic humorous hostile disapproving personal impersonal <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand the author's use of literary devices, including <ul style="list-style-type: none"> foreshadowing, - a literary technique of giving clues to coming events in a story <ul style="list-style-type: none"> irony – a literary technique for implying, through plot or character that the actual situation is quite different from that presented flashback – a literary technique of returning to a an earlier time in the course of a narrative to introduce prior information symbolism – a literary technique of using concrete and recognizable things to represent ideas <p>continued</p>

- 8.5 The student will read and analyze of a variety of narrative and poetic forms.
- Explain the use of symbols and figurative language.
 - Describe inferred main ideas or themes using evidence from the text as support.
 - Describe how authors use characters, conflict, point of view, and tone to create meaning.
 - Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
 - Compare and contrast authors' styles.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
	<p>All students should</p> <ul style="list-style-type: none"> make inferences and draw conclusions and point to the authors' implications in the text identify poetic forms, including <ul style="list-style-type: none"> haiku – 17 syllable unrhymed Japanese verse, usually about nature limerick – 5 lined rhymed and rhythmic verse, usually humorous ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain free verse – poetry with neither regular meter or rhyme scheme couplet – a pair of rhyming lines quatrain – a stanza containing four lines 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> compare and contrast the author's choice of sound elements in prose and poetry, including <ul style="list-style-type: none"> rhyme – identical or similar recurring final sounds in words within or at the ends of lines of verse rhythm – the pattern of recurring strong and weak syllabic stress meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm repetition – repeated use of sounds, words, or ideas for effect and emphasis alliteration – repetition of initial sounds e.g., <i>peck of pickled peppers</i> assonance – repetition of vowel sounds e.g., <i>mad hatter</i> consonance – repetition of final consonant sounds e.g., <i>east/west</i> onomatopoeia – the use of words whose sound suggests meaning e.g. <i>zipper</i>

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.
- Draw on background knowledge and knowledge of text structure to understand selections.
 - Analyze author's credentials, viewpoint, and impact.
 - Analyze the author's use of text structure and word choice.
 - Analyze details for relevance and accuracy.
 - Read and follow instructions to complete a task.
 - Summarize and critique text.
 - Evaluate and synthesize information to apply in written and oral presentations.
 - Draw conclusions based on explicit and implied information.
 - Make inferences based on explicit and implied information.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will analyze a variety of informational sources. Students will use the internal and external text structures as an aid to comprehension. Students will read at and beyond the literal level using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize. Authors' viewpoint is his or her bias or subjectivity toward the subject. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> activate prior knowledge before reading make predictions prior to and during the reading process choose graphic organizers based on the internal text structure most prevalent in the text use graphic organizers and/or rules to analyze and summarize text <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> analyze and record information based on internal text structures, including <ul style="list-style-type: none"> cause and effect comparison contrast enumeration or listing sequential or chronological concept/definition generalization process use rules and strategies for summarizing delete trivia and redundancy superordinate a general term for a list find or create a main idea statement <p>continued</p>

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.
- Draw on background knowledge and knowledge of text structure to understand selections.
 - Analyze author's credentials, viewpoint, and impact.
 - Analyze the author's use of text structure and word choice.
 - Analyze details for relevance and accuracy.
 - Read and follow instructions to complete a task.
 - Summarize and critique text.
 - Evaluate and synthesize information to apply in written and oral presentations.
 - Draw conclusions based on explicit and implied information.
 - Make inferences based on explicit and implied information.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that teachers will model the higher order thinking processes with materials below the students' independent reading level. Students will work collaboratively and with teacher support to move toward higher order thinking with instructional level reading materials. Synthesis involves higher order thinking and is a result of forming a whole, either concrete or abstract from the logical relation of parts. 	<p>All students should</p> <ul style="list-style-type: none"> recognize the author's viewpoint and use of persuasive language read and follow the directions, including <ul style="list-style-type: none"> constructing a structure completing a recipe assembling a model participating in a game arriving at a destination completing a form programming an electronic device 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use external text structures to enhance comprehension and note taking <ul style="list-style-type: none"> italics bold or colored print underlining indentation sidebars illustrations, graphics, and photography headings and subheadings footnotes and annotations
continued	continued	continued

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.
- Draw on background knowledge and knowledge of text structure to understand selections.
 - Analyze author's credentials, viewpoint, and impact.
 - Analyze the author's use of text structure and word choice.
 - Analyze details for relevance and accuracy.
 - Read and follow instructions to complete a task.
 - Summarize and critique text.
 - Evaluate and synthesize information to apply in written and oral presentations.
 - Draw conclusions based on explicit and implied information.
 - Make inferences based on explicit and implied information.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading. Students will understand that the writer implies and the reader infers. Students will understand that an author's credentials and experiences contribute to his viewpoints. To critique text requires that a critical (not necessarily negative) judgment be made. 	<p>All students should</p> <ul style="list-style-type: none"> read several texts on a similar topic and synthesize what is read in writing and to be presented orally read and analyze critically, frequently in writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> analyze the author's choice of details by examining, <ul style="list-style-type: none"> accuracy placement thoroughness relevance effectiveness evaluate the author's choice of words and images.

At the eighth-grade level, students will plan, draft, revise, and edit narratives as well as informational, persuasive, and expository pieces with attention to composition and written expression. Students will continue the process of becoming independent with sentence formation, usage, and mechanics and understand that the conventions of language help convey the message from the writer to the reader. Students will use writing for expressive purposes as well as for a tool for learning academic concepts. They will use technology as available and appropriate.

- 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational writings.
- Use prewriting strategies to generate and organize ideas.
 - Organize details to elaborate the central idea.
 - Select specific vocabulary and information.
 - Revise writing for word choice, sentence variety, and transitions among paragraphs.
 - Use available technology.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will become independent and proficient in composing a variety of writing types. Teachers will focus direct instruction on all three domains of writing: <ul style="list-style-type: none"> composing – the structuring and elaborating a writer does to construct an effective message for readers written expression – those features that show the writer purposefully shaping and controlling language to affect readers usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. Elaboration can occur horizontally within a sentence to give detail and depth to an idea; or vertically, paragraph by paragraph chronologically, or with descriptive details and examples. 	<p>All students should</p> <ul style="list-style-type: none"> use a process for writing, including <ul style="list-style-type: none"> planning drafting revising proofreading editing publishing understand and apply the elements of composing <ul style="list-style-type: none"> central idea elaboration unity organization understand that good writing is that which has been elaborated horizontally and vertically use peer and individual revising and editing <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> write in a variety of forms, including <ul style="list-style-type: none"> narrative – writing to tell a story persuasive – writing to influence the reader or listener to believe or do as the author or speaker suggests expository – writing to explain and build a body of well-organized and understandable information informational – writing to put forth information, frequently used in textbooks, newspapers use a variety of prewriting strategies, including <ul style="list-style-type: none"> brainstorming webbing mapping outlining clustering listing using graphic organizers <p>continued</p>

- 8.7 The student will write in a variety of forms, including expository, persuasive, technical, and analytical writings.
- Use prewriting strategies to generate and organize ideas.
 - Organize details to elaborate the central idea.
 - Select specific vocabulary and information.
 - Revise writing for word choice, sentence variety, and transitions among paragraphs.
 - Use available technology.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Author's voice allows the reader to hear the writer's personality and know his/her ideas. Voice is the imprint of the writer; the capacity to elicit a response from the reader. Tone is used to express a writer's attitude toward the subject. The writing process is nonlinear and that returning to prewriting or drafting at any point in the process may help clarify and elaborate the drafted piece. Students will begin to assume responsibility for revising, proofreading, and editing their own writing. 	<p>All students should</p> <ul style="list-style-type: none"> understand that good writing has been revised to improve it use word processing tools including spell check and grammar check when available recognize terms illustrative of tone, such as <ul style="list-style-type: none"> serious sarcastic objective enthusiastic solemn humorous hostile personal impersonal 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use written expression to draft and revise compositions with attention to <ul style="list-style-type: none"> voice tone selected information and details embedding phrases and clauses within sentences to clarify meaning and increase variety vivid and precise vocabulary figurative language sentence variety transitional words and phrases apply revising procedures, including <ul style="list-style-type: none"> rereading reflecting rethinking rewriting including vivid vocabulary combining sentences for variety and rhythm providing transitions between ideas and paragraphs

- 8.8 The student will edit and revise writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers such as sentence diagrams to analyze and improve sentence formation and paragraph structure.
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels. Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader. The conventions of correct language are an integral part of the writing process. A diagram of a sentence is a tool to understanding its structure. 	<p>All students should</p> <ul style="list-style-type: none"> proofread and edit drafts with teacher assistance, with peer collaboration, and with growing independence understand that pronouns need to agree with antecedents in gender, number and person understand that verbs must agree with subjects in number and case 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses diagram complex sentences use singular verbs with singular subjects; plural verbs with plural subjects, e. g., <i>John buys lunch but most of his friends bring lunches from home</i> use the singular pronoun to refer to a singular antecedent; the plural pronoun to refer to a plural antecedent e.g. <i>All students should bring their notebooks to class and each student must provide his own pen</i> use objective pronouns in prepositional phrases with compound objects, e.g., <i>Grandma gave cookies to Peter and me</i> <p>continued</p>

- 8.8 The student will edit and revise writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers such as sentence diagrams to analyze and improve sentence formation and paragraph structure.
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">choose singular pronouns when the antecedent is singular and plural pronouns when the antecedent is plural, e.g., <i>Every person has the right to his own opinion.</i> or <i>Students should sing their school song with reverence</i>choose tense (present, past, future) and maintain its use throughout an entire paragraph or textuse comparative and superlative adjectives e.g., <i>Jim was the brightest student in the middle school. He was even brighter than some of the students in the high school</i>use comparative and superlative adverbs e. g., <i>The second time she read aloud, she read more fluently than the first time. After much practice she read most fluently of all her classmates.</i>